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ABSTRACT

The primary program objectives were as follows: (1) The students will achieve passing grade in the college preparation program; (2) The students will achieve one year academic growth each year as measured by the SCAT and other standardized measurements; (3) The students will achieve the minimum PSAT percentile rank as anticipated for college entrance requirements; and, (4) Each student will achieve acceptance by a college or university. The activities of the Wesleyan Upward Bound Great Hollow Wilderness School are used as vehicles for "Motivational Ignition." A student's success at extending his physical, emotional, and psychological limits through these experiences, at various instances and to various degrees, will ignite motivation by increasing self-confidence, self-esteem, efficacy, and other desirable attitudes. The Upward Bound Summer Program represents a concerted effort to identify precisely what students are expected to achieve and to communicate this to students prior to the initiation of course work. (Author/JM)

ED 061361

Wesleyan University

UPWARD BOUND

Program Objectives

Summer 1971

Director: Peter Budryk

Assistant Director: Ronald McMullen

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PREFACE

The Wesleyan Upward Bound Project, in attempting to ignite motivation and develop skills for college acceptance among high school youngsters from poverty backgrounds, utilizes the following types of programming:

a. Motivational Ignition
b. Academic Skill Development
c. School Support Program

A. MOTIVATIONAL IGNITION

9th Grade Students - Great Hollow Wilderness School
June 26 - July 16

Upper Class Students - Great Hollow Wilderness School and/or Community Camping Program Leadership Experiences

Wesleyan Upward Bound has developed a Wilderness School on Wesleyan property in New Fairfield, Connecticut. At this site during the above dates, a specially tailored Outdoor Education Program modeled after Outward Bound, Inc. will be implemented.

Rationale:

The rationale behind the utilization of this type of programming is based upon several factors:

1) The fully documented effectiveness for increasing efficacy through the Outward Bound, Inc. Program.

2) The findings of the Congress-mandated Coleman Report, "Equality of Educational Opportunity," the largest Social Science research project ever undertaken in this country which indicated efficacy or "fate control" as one of the highest correlates of academic achievement, outranking student-teacher ratio, educational level of teachers, school facilities, and other heretofore "givens" for increasing academic achievement. According to data gathered through administration of the Rosenberg Scale of Self Esteem and Efficacy, ratings for students attending the Great Hollow Wilderness School in the summer of 1970 rose significantly.

3) Wesleyan Upward Bound's Summer 1969 collaboration with the North Carolina Outward Bound School. The reports to date, coupled with our own Program evaluations show clearly the effectiveness of outdoor education as motivational ignition for the Upward Bound student.

Program:

For students entering grade 9, the motivational ignition program begins with a 21 day experience in wilderness environments operating in all types of weather. The graduated program includes a morning one mile run and dip, hiking, cliff climbing, canoeing, tests, and service projects. Students live in platform tents while on the school's base camp but the bulk of the experience is spent on expeditions during which the students sleep in sleeping bags on the ground under trail shelters. On these expeditions packs of 30-40 pounds are carried gradually increasing distances. Students prepare their own meals in base camp, on expeditions and during a "solo" experience. The entire course is strenuous and the school demands the students best performance in all activities.

Most upper classmen will continue their wilderness camp experience in subsequent years by serving in leadership roles for fledgling ninth grade groups. Upper classmen assist the adult leaders in the conduct of the Great Hollow Wilderness School's programs. Some upper classmen will serve as assistant counselors for short periods of time for a newly established Community Camping Program. It is predicted that such leadership positions predicated on their already proven skills in the outdoors will further increase the self-esteem and efficacy of those students participating in leadership roles.

Program Impact:

The completion of our Outdoor Program delivers an almost inestimable boost to our youngsters' sense of achievement and self-esteem. There is nothing "phony" about the challenges they have met and this discovery hits strong and runs deep. Their confrontations with nature have shown them a new layer of self -- a self with more mental, emotional, and physical endurance than they have ever had the opportunity to discover before.

There is no "conning" these youngsters into believing they've had an expanding experience -- they feel it in their guts and muscle fibre -- their very beings vibrate with this new sense of awareness. We are convinced there is no greater programmatic tool for igniting motivation.

B. ACADEMIC SKILL DEVELOPMENT

New Students - 19 July - 13 August

Upper Class Students - 6 July - 13 August

The "'Switch-on-of-Self" accomplished by the completion of our rigorous and success oriented Outdoor phase is followed by an equally rigorous academic program designed to provide students with the skills that will enable them to begin to translate motivation into achievement.

Curriculum Appropriateness:

The academic curriculum has been designed in major part by teachers from the students' high schools in consultation with department heads and, in the case of the new ninth grade students, in collaboration with the very teachers under whom our youngsters will be studying.

Accountability:

Perhaps more important than this curriculum appropriateness is the fact that staff, with the guidance of our curriculum specialists, have "behavioralized" their instructional objectives, thus knowing clearly and unequivocally exactly what will be taught and how to measure whether or not students are learning what is being taught.

Besides increasing the value of supportive supervision, it also allows the student "in" on the course objectives in language he can understand.

Enrichment and Athletic Program:

The wide range of non-academic workshops offered in our Program are success-oriented, high interest "threads" that are initiated in the Outdoor Program and carried through the academic phase.

At the conclusion of the summer, students will perform a dramatic work, and display their art, including movies and still photography, once again building on the sense of achievement and efficacy begun in the outdoors.

C. SCHOOL SUPPORT PROGRAM

Woodrow Wilson High School, in collaboration with Wesleyan Upward Bound, has launched a unique educational endeavor. The main goal of this collaboration is to offer academic support to Upward Bound youngsters where and when they are most in need of it--in their classes on a daily basis.

The school support program is a non-disruptive organizational nuance that enables a group of teachers to work as a team in planning, consulting, and sharing questions, insights, and ideas on how best to educate. These teachers do not teach any lightened load; nor are they working with all the school's behavioral problems. What they do is learn better what their students (and their own) strengths and weaknesses are, systematically talking with each other about their students and their profession, and while thus providing support, also receiving the support of special services personnel such as a home/school liaison, a consulting psychiatrist, and a reading specialist.

Despite the uniqueness of this specially designed program, certain aspects of it will assure that isolation and stigma will not accrue to the participants. For example, the students are mixed among other students in their classes since the teachers on the team maintain, per class, the same student/teacher ratio as their colleagues.

This arrangement provides a cycle each year wherein new recruits in grade 9 replace graduating seniors. Services and attention are then provided at this crucial entry stage before problems in high school develop.

After grade 9, youngsters are involved in group counseling and other services dictated by their needs, but for the most part they operate within the regular school program.

Long Range Program Goal:

Working closely with the Middletown School System over the past several years we have reached a mutual conclusion: if a public school system had the human and financial resources to meet their needs, youngsters would not need an Upward Bound Program.

Through the utilization of the school support model, we propose to use the system's own "parts" higherto unassembled in this way, set up a financing schedule that will get the special services into the school budget, and render the Upward Bound program as currently operating, obsolete.

WOODROW WILSON/UPWARD BOUND SUPPORT PROGRAM:

The 9th grade support program has, for this year, been operating on the following grouping principle:

A) Most students are in the college track (conflicts precluded all).

B) Most students have been scheduled, on an approximate half and half basis, into the classes of four teachers.

C) Most students have been scheduled into a common study hall, period 6.

EVALUATION OF SUPPORT PROGRAM:

A) The overall average of this ninth grade group: C+

B) The group average by subject:

English	Math	Science	Social St.	Foreign Lan.	Other
C-	C	C+	B-	B-	C

C) The number of failures by subject:

5	1	0	0	0	0

TABLE

Students	A	bb	C	d	e	f	g	h	i	j	k	L	M	n	o	Ave.
Grade 8 GPA	86.2	74.	91.	70.7	69.2	80.	66.3	66.	75.8	72.5	69.3	76.8	76.8	54.8	70.	74.2
	UPWARD BOUND			GREAT HOLLOW - ACADEMIC SUMMER - SCHOOL SUPPORT												
Gr. 9 GPA 1st qtr.	83.8	83.8	83.8	71.8	82.1	80.2	69.	75.	69.8	74.4	70.8	82.3	79.8	64.	71.	77.8
+ -	- 2.4	+ 9.3	- 8.	+ 1.1	+ 13.3	+ 0.2	+ 3.0	+ 9.0	+ 6.0	+ 1.9	+ 1.5	+ 5.5	+ 3.0	+ 9.2	+ 1.0	+ 3.6

GPA - Grade point average
Lower case - indicates students who were in grade 8 non-college tracks
Summary - increase/decrease range: -8 +13.3 --- 13 of 15 students' grades improved

1971

WESLEYAN UPWARD BOUND

Academic Staff Organization

Project Director	Peter Budryk
Assistant Director & Program Psychologist	Ronald McMullen
Curriculum Consultant	Charles Herrick
Administrative Assistant & Parent Coordinator	Gloria Lewis

Instructors/Advisors

Anita Adams	English 10 & 11, African Dance
Jean Aschenbrenner	Math Tutor
Donald Bronsard	SAT English, Radio Workshop
Roger Cole	College Civics, Advisor to Sophomores
Milton Davis	Science, Freshman Advisor
George Drinkwater	Advanced Science
Andy Glantz	Photography, Jewelry, Woodcarving
Warren Jessen	English 9, Advisor to Seniors
Bruce Jones	Modern European History
Thomas LaBella	Algebra II, SAT Math, Athletics
Peter Miceli	German, Guitar
Gayle Reddington	Spanish, Creative Writing
Joseph Rosano	Algebra I, Advisor to Juniors
Joseph Settipane	College Counseling
Henry Towns-Williams	Geometry, Introductory Algebra
Frank Winiski	Drawing, Painting, Metal Sculpture
Gwen Young	French, Librarian
Thomas Zabek	U. S. and Ancient History, Athletics

Support Staff

Birgit Osinski	Secretary
Kathe Smith	Office Helper
Christine Bond	Typist

"Higher education has usually limited enrollment to those who were already known to be bright and had the background needed to get in. Few higher education institutions have had experience in educating the type of youngster who does not have the conventional talents, conventionally measured. How can we educate some of these young people? I am sure that there are scores of ways of educating people that none of us has ever used. Whatever else Upward Bound does, I would hope that it identifies and systematizes many of those ways."

--Dr. Richard T. Frost
Director, Upward Bound

1971

WESLEYAN UPWARD BOUND

Great Hollow Wilderness School Staff Organization

Project Director	Peter Budryk
Assistant Director & Program Psychologist	Ronald McMullen
Senior Outdoor Leader	Carlos Stern
Outdoor Leaders	Arthur Conquest Peter Miceli Paul Thurston
Assistant Outdoor Leaders	Gary Higgins Charles Varona Raymond Wenzel
Auxilliary	Jean Aschenbrenner Christine Bond Charles Cocores Elizabeth Drinkwater George Drinkwater Ollie Hamblin Gisela Miceli Daily Moses Carol Nestor Arthur Ready Ruthann Richter Neida Rodriquez Joseph Settipane Catherine Thurston Frank Winiski

1971

WESLEYAN UPWARD BOUND

Community Camping Program Staff Organization

Camp Director	Charles Herrick
Community Coordinators	George Drinkwater Peter Miceli
Auxiliary	Gisela Miceli

WESLEYAN UPWARD BOUND

STUDENT ROSTER

SUMMER 1971

Grade 9

Student

Anthony, Burden (WWHS)
Brown, Anthony (WWHS)
Byrd, Richard (WWHS)
Fuentes, John (WWHS)
Highsmith, Margaret (WWHS)
Hill, Darrell (WWHS)
Kovach, David (WWHS)
LaBella, Joy (WWHS)
Moore, Diane (WWHS)
Rankins, Willie (WWHS)
St. George, Warren, (WWHS)
Stavis, Mary Ann (WWHS)
Tuccitto, Kathleen (WWHS)
Warmsley, Brian (WWHS)
Dickerson, Ethel (WWHS)
Jones, Carmella (WWHS)

Grade 10 - Group I

Student

Banks, Angela (WWHS)
Bryant, James (WWHS)
Grant, Phyllis (WWHS)
Hannen, John (Xavier HS)
Jones, Keith (MHS)
Perry, Thelma (WWHS)
Spencer, Billy (Vo-Ag)
Vecchitto, Bruce (WWHS)
Vereen, Ricky (WWHS)

Group II

Banks, Curtis (WWHS)
Bonner, Maurice (WWHS)
Holley, Eva (WWHS)
Marshall, Ricky (WWHS)
Olson, Albert (Platt HS)
Smith, Nancy (WWHS)
Spruill, Patricia (WWHS)
Wenzel, William (Platt HS)
Williams, Janise (WWHS)
Young, Rosetta (WWHS)

Grade 11

Anthony, Jessie
Collier, John Wesley (PHS)
Gallaher, Donald (MHS)
Gosselin, Judy
Howell, Donald (VT)
Lewis, Tom
Moses, Daily
Smith, Ernie
Young, Virginia

Grade 12

Butts, Evelyn
Colligan, Arthur (PHS)
Diaz, Laura (PHS)
Matos, Linda (PHS)
Moody, Bruce
Nestor, Joyce
Roman, Maria (PHS)
Rousseau, Paul (CHS)
Vargas, Leonora (MHS)
Vargas, Mildred (MHS)
Vecchitto, Guy
Wenzel, Ray (PHS)
Young, Wilma

C - Cromwell
P - Platt High School, Meriden
VoAg - Vocational/Agricultural
VT- Vinal Tech
MHS - Middletown High School
X - Xavier High School

WESLEYAN UPWARD BOUND

1971

PRIMARY PROGRAM OBJECTIVES

1. "The academic record of each Upward Bound student will be satisfactory to assure his acceptance into college."

In order to attain this objective the staff of Upward Bound has identified the following measures as critical:

1. The students will achieve passing grades in the college preparation program.

2. The students will achieve one year academic growth each year as measured by the SCAT and other standardized measurements.

3. The students will achieve the minimum PSAT percentile rank as anticipated for college entrance requirements.

4. Each student will achieve acceptance by a college or university.

In a careful analysis of these measures and the students in the program, the following attributes have been identified as necessary to assure achievement of program objectives:

1. Improved self-esteem
2. Improved efficacy
3. Expanded communication skills
4. Ability to use outside resources
5. Ability to diagnose self deficiencies and strengths
6. Awareness of the demand of college programs and college entrance requirements

WESLEYAN UPWARD BOUND

OUTDOOR PROGRAM

The activities of the Wesleyan Upward Bound Great Hollow Wilderness School are used as vehicles for "Motivational Ignition." Although they impart a degree of technical proficiency, they are means rather than ends in themselves.

A student's success at extending his physical, emotional, and psychological limits through these experiences, at various instances and to various degrees will ignite motivation by increasing Self-confidence, Self-esteem, Efficacy, and other desirable attitudes such as:

Personal responsibility
Social responsibility
Initiative
Determination
Self-discipline
Awareness

It is not our purpose in the following to list exhaustively the infinitesimal activities and purposes of these activities as they relate to Upward Bound. Such an undertaking is immense and unnecessary at this time, and in addition, would require a thorough analysis of the variations among the crew instructors and an ability to predict the unique personality dynamics of each crew.

Rather, our purpose is to indicate clearly, with several examples, the relationship between desired goals resulting from an activity, and the observable, overt action that substantiates the goal's achievement.

MAJOR EXPEDITION ACTIVITIES

Climbing
Canoeing
Solo
Final Expedition
Run and Dip
Marathon
Rappeling
Rock Climbing
Portaging

BASE CAMP ACTIVITIES

Ropes Course
Wall and Beam
Initiative Tests
Short Back Packing Expedition
Orienteering

SELF-CONFIDENCE

Objectives

The student will demonstrate his self-confidence by voluntarily participating in and successfully completing the following tasks:

A. A 50 ft. rock climb -- lowest point of 5th class standard.

B. Rappeling down a cliff of 40 ft. or more.

C. Completing a majority of items on the ropes course without touching the ground.

D. By demonstrating the willingness and capability to solo. (Living alone with minimal equipment for two days and two nights.)

E. By demonstrating his willingness to shoot rapids in a canoe.

F. By participating in a culmination activity. (Hiking cross country and camping without a skilled leader present.)

EFFICACY

Objectives

The student will exhibit an increased sense of efficacy as indicated by the Rotter Efficacy Test.

LEADERSHIP

Objectives

The student will exhibit a capacity for leadership by demonstrating one or more of the following:

A. By assuming the initiative for organizing a group in completing any necessary program tasks.

B. When given a leadership role, he will successfully direct the completion of a group activity.

C. By volunteering and accepting responsibility in a given situation.

PERSONAL RESPONSIBILITY

Objectives

The student will exhibit a sense of personal responsibility be demonstrating the following behaviors:

A. The capability to provide for his own needs and comforts.

B. . By keeping himself as neat and clean as conditions permit.

C. By living up to the terms of his contract.

SOCIAL RESPONSIBILITY

Objectives

The student will demonstrate a sense of social responsibility be exhibiting the following behaviors:

A. Participation in the group solution of initiative tests.

B. Assisting others in the solution of physical or mentally related problems.

C. Belaying (Protecting a person while climbing).

D. Sharing responsibility while portaging.

ETC.

SCHEDULE

WESLEYAN UPWARD BOUND

GREAT HOLLOW WILDERNESS SCHOOL

GH- 2

June 26 - Day 1

11:00	Students arrive Instructors call crews Crews move to camp sites
11:45	Orientation at camp sites 1. Introductions 2. Tour of site 3. Schedule a. Today b. Next 20 days 4. Expectations discussion
12:15	Lunch
1:15	Equipment issue at barn - Peter's crew
1:45	Equipment issue at barn - Arthur's crew
2:15	Equipment issue at barn - Paul's crew
2:45	Students unpack and move in camp furniture can be made tour of property campsite details food pickup at barn
5:00	Dinner
6:30	1. Ropes Course 2. Wall 3. Pick up food and equipment for rocks and canoeing

June 27 - Day 2

5:30	Run and dip
6:30	Breakfast
8:00	A: Initiative tests and ropes course
	B: Driven to rocks
	C: Driven to canoes → hike to beginning of canoe area

June 28 - Day 3

A - Service Project
B - Rocks
C - Canoeing

June 29 - Day 4

A - Hike to rocks
B - Rocks
C - Canoeing

June 30 - Day 5

A - Hike to rocks
B - Rocks
C - Canoeing

July 1 - Day 6

A -	Hiking in to rocks (completion)
B -	Begins canoeing
C -	Hiking from Squantz Pond to Great Hollow Initiative tests and ropes course

July 2 - Day 7

A -	Rocks
B -	Canoeing
C -	Great Hollow Service Project

July 3 - Day 8

A -	Rocks
B -	Canoeing
C -	Begin hike to rocks

July 4 - Day 9

A - Finish rocks and hike upriver
B - Canoeing
C - Hiking to rocks

July 5 - Day 10

A - Begin canoeing
B - Hike from Squantz Pond to Great Hollow. Initiative Tests and ropes course.
C - Hike to rocks (completion)

July 6 - Day 11

A - Canoeing
B - Great Hollow. Service Project
C - Rocks

July 7 - Day 12

A - Canoeing
B - Begin hike to rocks
C - Rocks

July 8 - Day 13

A - Canoeing
B - Hiking to rocks
C - Rocks

July 9 & 10 - Days 14 & 15 SOLO

A - Solo between Squantz Pond and Great Hollow at Pootatuck State Forest
B - Solo at Appalachian Trail near rocks
C - Solo above rocks

July 11 & 12 - Days 16 & 17 Unique Days

All designed to terminate at starting points for final expedition in to Great Hollow

July 13 & 14 - Days 18 & 19 Final Expedition

Routes to be chosen and mapped.

July 15 - Day 20 Competition Day

1. Six mile marathon
2. Competion among crews
3. Parents Day visit and picnic

July 16 - Day 21

1. Equipment returned
2. Camp sites policed and scored
3. Competition winner announced
4. Depart for Middletown

WESLEYAN UPWARD BOUND

Academic Program Description
Summer 1971

The Upward Bound Summer Program represents a concerted effort to identify precisely what students are expected to achieve and to communicate this to students prior to the initiation of course work.

All courses of study offered have objectives stated in behavioral terms. The rationale for this is as follows:

1. Pupils are aware of course requirements and can direct their efforts toward the accomplishment of specific objectives.

2. Behavioral objectives provide a clear and continuing evaluation of student progress.

3. Teachers must define specifically the facts, concepts, skills, etc., which they have selected to transmit to students.

4. A behaviorally stated program has inherent within it a measure of accountability for both students and teachers.

ALL ACADEMIC COURSES

1. Teachers will plan and develop a unit of study comparable to those taught during the regular school year.

2. Wherever possible the students should be required to complete a project or paper in an area of his own choosing. The teacher will provide the guidance and direction necessary to insure the successful completion of the assignment.

3. Teachers should make an effort to expose students to a variety of testing instruments. The objective of this activity is to analyze those skills needed for successful test taking and impart them to students.

4. Each teacher will be responsible for an academic diagnosis of all students in his class.

5. Teachers will assist students in developing the organizational skills necessary to achieve success in the college preparatory program.

6. Where possible teachers should encourage student participation and allow time for open-ended discussion.

7. Teachers of English will require each student to develop, in writing, a personal history. In the case of seniors this should be suitable for inclusion in a college application form.

WESLEYAN UPWARD BOUND PROGRAM
Course Offerings -- Summer 1971

Academic Classes (8:30-12:15)

Algebra 1, 2
Ancient History
Biology
Chemistry
College Counselling
English 9-12
French 1, 2, advanced
General Science
Geometry
German
Modern European History
S.A.T. English
S.A.T. Mathematics
Spanish 1, 2, advanced

Enrichment Workshops (1:00-3:00)

Creative Writing
Dance
Guitar
Jewelry Making
Leather Tooling
Metal Sculpting
Movie Making
Painting
Photography
Radio Broadcasting

Athletic Program (Optional)

Basketball
Softball
Swimming
Volleyball

WESLEYAN UPWARD BOUND AFTERNOON SCHEDULE Summer 1971

Day / Period	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 6 1:00 p.m. to 2:00 p.m.	German - Rm 10 Jewelry Making U.B. Porch Metal Sculpture U.B. Garage Radio - Rm 10 African Dance 92 Theater	Drawing - U.B. Garage Film Making U.B. Porch Sex Education Rm B-9	African Dance 92 Theater German Rm. 10 Painting U.B. Garage Photography U.B. Porch Radio Rm 11	Mixed Media (2 sections) U.B. Porch Sex Education A Rm. B-9	African Dance 92 Theater German Rm. 10 Radio Rm. 11 Painting U.B. Garage Photography U.B. Porch
Period 7 2:00 p.m. to 3:00 p.m.	Creative Writing U.B. Library Guitar Rm. 10 Jewelry Making U.B. Porch Metal Sculpture U.B. Garage	Drawing U.B. Garage Film Making U.B. Porch Guitar Rm. 10 Sex Education Rm. B-9	Creative Writing U.B. Library Guitar Rm. 10 Painting U.B. Garage Photography U.B. Porch	Guitar Rm. 10 Sex Education B Rm. B-9 Mixed Media (2 sections) (sec 1) U.B. Porch or (sec. 2) U.B. Garage	Creative Writing U.B. Library Drawing U.B. Garage Photography U.B. Porch

WESLEYAN UPWARD BOUND MORNING SCHEDULE SUMMER 1971

Subject / Period	English	Science	Social Studies	Mathematics	Language	Oth
Period 1 8:35 - 9:15	English 9a Mr. Jessen Rm. 13	Advanced Science 10a Mr. Drinkwater Rm. 11	U.S. History Mr. Zabek, Rm. 23 College Counselling Mr. Settipane U.B. Library	Algebra I 9b Mr. Rosano Rm. 33	Spanish II Mrs. Reddington Rm 27	
Period 2 9:20 - 10:00	English 10a Miss Adams Rm. 10	Science 9b Mr. Davis Rm. 11	College Civics 9a Mr. Cole Rm. 23	Geometry 10b Mr. Towns- Williams, Rm. 33 SAT Math Mr. Labella Rm. 30	Adv. Spanish Mrs. Reddington Rm. 27 Adv. French Miss Young Rm. 29	
Period 3 10:05 - 10:45	English 9b Mr. Jessen Rm. 13 English 10b Miss Adams Rm. 10	Adv. Science 11 + 12 Mr. Davis & Mr. Drinkwater Rm. 11	Mod. Eur. Hist. 10b Mr. Jones Rm. 21 Anc. History Mr. Zabek, Rm. 23	Algebra I 9a Mr. Rosano Rm. 33 Adv. Math Mr. Labella Rm. 30	French II Miss Young Rm. 29	
Period 4 10:50 - 11:30	nAch 12 Mr. McMullen U.B. Library	Science 9a Mr. Davis Rm. 11	Mod. Eur. Hist. 10a Mr. Jones Rm. 21 U.S. History Mr. Zabek, Rm. 23	Algebra II Mr. Labella Rm. 30	Spanish Ib Mrs. Reddington Rm. 27 French Miss Young Rm. 29	
Period 5 11:35 - 12:15	English II Miss Adams Rm. 10 SAT English Mr. Bronsard Rm. B-9	Adv. Science 10b Mr. Drinkwater Rm. 11	College Civics 9b Mr. Cole Rm. 23	Geometry 10a Mr. Towns- Williams Rm. 33	French Ia Miss Young Rm. 29 Spanish Ia Mrs. Reddington Rm. 27	

Teacher: Anita Adams

Upward Bound

English 10 and 11

Summer 1971

Objectives

1. The student will give written evidence of having employed the following steps in the development of a term paper:

    1. Choosing a topic
    2. Stating the purpose and central idea of the paper
    3. Compiling a bibliography
    4. Producing an outline

2. The student will write a term paper on a topic approved by the teacher using the rules for such papers as outlined in any recognized manual for term papers. The term paper must comply consistently with the chosen manual.

3. The student will demonstrate his understanding of the elements of fiction by writing definitions for the following terms:

    1. Plot
    2. Character development
    3. Theme
    4. Setting
    5. Mood
    6. Conflict

4. The student will be able to identify in writing the themes, conflicts, and development of characters in the following books:

    1. West Side Story
    2. Of Mice and Men
    3. Death of a Salesman

5. The student will evaluate at least one novel in writing using a format to be outlined by the teacher.

6. The student will keep a clear and orderly journal expressing ideas or reflections on reading assignments.

Teacher: Warren Jessen

Upward Bound

English 9

Summer 1971

Objectives

1. The student will use correctly in acceptable sentences twenty vocabulary words chosen from literature read during the course.

2. The student will identify orally the following basic elements of English sentence structure; a. Verbs b. Subjects c. Objects d. Predicate nouns. The student will be able to explain orally the relationships among these elements.

3. The student will display his understanding of basic English sentence structure by constructing simple original sentences given basic sentence patterns.

4. The student will write an original unified paragraph of at least five acceptable sentences on a topic chosen by the student.

5. The student will orally give examples of the following elements of fiction from literature read during the course: a. Plot b. Character c. Theme d. Setting e. Mood.

6. The student will be able to state in two or three written sentences the theme of a selected piece of literature.

7. The student will state in two or three written sentences the conflict in a selected piece of literature.

8. The student will identify the point of view taken by the author in any piece of fiction read in class. He shall classify the point of view as omniscient, limited, first person, or third person.

Teacher: Donald Bronsard

Upward Bound

SAT English
for
Seniors

Objectives

1. Given the Scholastic Aptitude Test, the student will achieve a satisfactory score to allow entrance into the college of his choice.

2. Given a "Word Study Test" selected at random from those previously taken by the student in class, the student will attain a higher score than achieved during the prior test period.

3. Given a "Synonym Test" selected at random from those previously taken by the student in class, the student will attain a higher score than achieved during the prior test period.

4. Given an "Antonym Test" selected at random from those previously taken by the student in class, the student will attain a higher score than achieved during the prior test period.

5. Given a "Word Relationship Test" selected at random from those taken by the student in class, the student will attain a higher score than achieved during the prior test period.

6. Given a "Verbal Aptitude Test" selected at random from thos e previously taken by the student during class, the student will attain a higher score than achieved during the prior test period.

Teacher: Roger Cole

Upward Bound

Civics

Summer 1971

Philosophy

The overall rationale for Civics shall be to expose students to materials, responsibilities, and skills which will help them to successfully pass Civics during the coming year and which will in addition give them a degree of assistance in meeting the requirements of their other courses. Emphasis will be placed on home reading, writing and the assumption of individual responsibilities.

The course will be divided into four one week segments using the following materials in achieving the objectives for each segment:

1. Middletown Press
2. Justice in Urban America Book: Landlord and Tenant
3. Justice in Urban American Book: Law and the Consumer
4. Justice in Urban America: Youth and the Law

Objectives

1. Each day for one week, the student will provide evidence of having read the daily newspaper by writing a summary of at least three items of news. The summary must contain items of local, state, and national interest.

2. To demonstrate the student's understanding of the value of the newspaper, the student will list in writing at least ten uses of the newspaper.

3. The student will demonstrate his ability to use the classified section of the newspaper by writing the following types of ads:

    1. Help wanted salary
    2. Help wanted hourly
    3. Wanted to Buy Ad (Household Goods)
    4. For Sale Ad (Household Goods)

4. The student will further demonstrate his ability to use the classified section by role playing the answering of an "Apartment for Rent Ad", both over the telephone and by a written letter.

5. Given five selected comic strips the student will be able to classify each as a. Humorous b. Entertaining c. Satirical or d. Morale.

Civics cont'd

6. Given an objective test on the topics co vered relative to the newspaper, the student will correctly answer at least twenty of the twenty-five questions.

7. The student will be able to list five ways in which the law protects him as a consumer.

8. Given five hypothetical items for purchase, the student will determine and label which may be considered as "good deals".

9. The student will be able to list in writing at least five devices which businessmen use to stimulate sales.

10. The student will be able to define the following terms in writing:

1. Consumer	6. Truth in lending
2. Advertising	7. Fraud
3. Sale	8. Breach of contract
4. Contract	9. Basic principles of consumer law
5. Credit	10. Legal recourse

11. The student will demonstrate his ability to make sound judgements from information found in advertisements by labeling five selected ads as truthful or dishonest and good buy or bad buy.

12. The student will be able to write a letter requesting information on his refusal of credit.

13. The student will be able to list at least two sources to which he can turn if refused credit.

14. Given a hypothetical budget and income, the studen t will determine the degree to which he can buy goods onthe installment plan.

15. Given a test on Law and the Consumer, the student will successfully answer twenty of twenty-five objective questions.

16. The student will be able to list all the local city agencies which can help him if has trouble with a landlord.

17. The student will be able to define the following terms in writing:

1. Tenant	8. Subletting
2. Rent	9. Access
3. Security deposit	10. Tenant liability
4. False application	11. Landlord liability
5. Lease	12. Eviction
6. Upkeep	13. Negligence of tenant
7. Use of apartment	14. Negligence of landlord

18. The student will be able to complete a chart on the eviction process by filling in the appropriate term or terms.

19. The student will be able to list in writing at least two actions which tenants may take to "make" their landlord live up to his contract.

20. The student will demonstrate his understanding of the tenant-landlord relationship by drawing up a lease covering all possibilities in a hypothetical relationship between the landlord and the tenant. The lease should be appropriate for a dwelling in which the student might be conceivably consider occupying in the future.

21. Given a twenty-five item objective test on issues covered in class relative to the landlord-tenant relationship, the student will correctly answer twenty of the twenty-five questions.

22. Given five situations arising between tenants and landlords, the student will be able to answer the following questions:

    1. Which party is in the wrong?
    2. What can now be done to solve the problem?
    3. How could the problem have been avoided?

23. The student will demonstrate his understanding of the problems of those assuming positions of authority by writing at least one page on each of the following topics.

    1. Police
    2. Law
    3. School administrators and teachers
    4. Parents

24. The student will be able to define the following terms in writing:

    1. Juvenile Court
    2. Superior Court
    3. minor
    4. adult
    5. Probation officer
    6. Reform school
    7. jail
    8. personal freedom
    9. citizen
    10. arrest
    11. Constitutional rights

25. Students will demonstrate their knowledge of the process of Juvenile Justice by completing the boxes in a diagram of the Juvenile Justice System.

26. Students will demonstrate their knowledge in the area of Youth and Law by correctly answering fifteen of twenty objective questions based on material covered in class.

Teacher: Tom Zabek

Upward Bound

United States History

Summer 1971

Objectives

1. The student will demonstrate his knowledge of the territorial growth of the United States by listing the territories which were acquired between the years 1785 and 1853. He will further demonstrate his knowledge of territorial growth by locating each of the acquired territories on a map.

2. The student will show his understanding of Jacksonian Democracy by writing a short essay which includes a definition of Jacksonian Democracy and at least three instances wherein Jackson applied the inherent philosophy of that doctrine during his term in office.

3. The student will show how Reconstruction and the economic problems of the time held back the Negro from raising his social and economic status by writing a short essay about the problem. The essay must contain reference to the subjugation of the Negro's educational development and the pressure which forced the Negro to rely on the soil as means of economic survival.

4. The student will show his understanding of the growth of industrial United States by listing the major industries that developed after 1855. In addition, he will write a short essay which must describe the contributions of at least two industries to the growth of the country.

5. The student will be able to write a paragraph comparing the similarities between the problems which existed in cities between the years 1870 and 1910 and those which remain today. The paragraph must contain at least four points discussed in class.

6. The student will demonstrate his understanding of the concept of conflict by listing the similarities between the entrance of the United States into World War I and its involvement in the war in Southeast Asia. The list must contain at least four differences between the previously described conflicts.

7. The student will be able to list the various agencies of the United Nations and write a paragraph about three of those agencies containing the purposes and activities of each.

Teacher: Bruce Jones

Upward Bound

Modern European History
1789 - Present

Philosophy

The purpose of Modern European History is to develop concepts from historical events. Revolution, industrial development, nationalism-imperialism, and interdependence of nations are four major concepts which will be developed during the course. The concepts developed in such a history course must be applicable to past, present, and future circumstances to be of maximum value to the student.

Objectives

Each of the following groups of objectives is preceded by the major concept to be developed. It is assumed that each objective is accomplished without the aid of resource materials.

REVOLUTION

1. The student will list four domestic social forces which incited the French Revolution.

2. The student will state in writing four conditions which exist in the United States which could conceivably be forces with the potential of motivating revolution.

3. The student will list four reasons for Napoleon's fall.

4. The student will write an essay supporting or rejecting the success of the French Revolution. The essay must contain at least three major ideas in support of the selected point of view.

INDUSTRIAL DEVELOPMENT

1. The student will list four developments which speeded the Industrial Revolution in each of the following categories: A. Agriculture B. Industry C. Transportation

2. The student will describe in writing at least two of the changes which each of the social classes experienced as a result of the Industrial Revolution.

NATIONALISM-IMPERIALISM

1. Using a non-historical institution, incident, or social structure, the student will describe a system that is comparable to the nationalistic and imperialistic trends prevailing in European nations. The comparison must contain at least four ideas related to nationalistic trends and at least two ideas related to imperialistic trends.

INTERDEPENDENCE OF NATIONS

1. The student will list all the treaties into which Bismarck entered and theorize as to the effectiveness of each.

2. The student will write an essay of at least 500 words concerning the effectiveness of treaties, agreements, and leagues in preventing international conflicts.

Teacher: Joseph Rosano

Upward Bound

Algebra I

Summer 1971

Objectives

1. Given any ten addition, subtraction, multiplication or division problems containing signed numbers, the student will be able to correctly compute the answers.

2. Given any ten examples involving exponents, the student will be able to correctly perform the basic operations of multiplication, division, raising to a power, and finding a root of terms.

3. Given any twenty word statements, the student will correctly convert them to algebraic statements.

4. Given any examples containing algebraic fractions whose numerators and denominators are monomials, the student will be able to perform the basic operations of addition, subtraction, multiplication, and division. This would include the simplification of complex fractions.

5. Given any problem containing polynomials, the student will be able to accurately add, subtract, multiply, or divide as necessary.

6. The student will be able to define the following algebraic terms:

   a. polynomial
   b. binomial
   c. equations
   d. exponent
   e. coefficient
   f. constant
   g. variable
   h. monomial
   i. term

7. The student will be able to solve any 1st degree equation involving one variable.

8. The student will be able to demonstrate graphically the intersection of any two linear equations.

9. Given any polynomial containing a common monomial factor, the student will be able to recognize and distribute the monomial factor.

Algebra I cont'd

10. Given the difference of any two squares, the student will be able to factor the expression.

11. Given any trinomial square, the student will be able to factor the expression into two binomials.

Teacher: Henry Towns Williams

Upward Bound

Plane Geometry

Summer 1971

Objectives

1. Given any angle, the student will be able to bisect it by using a compass, ruler, and pencil.

2. The student will be able to construct circles, parallelograms, and regular polygons using a compass, ruler, and pencil.

3. The student will be able to measure any angle in degrees by using the protractor.

4. Given two angles of any trianlge, the student will be able to compute the third angle.

5. Given three angles of a quadrilateral, the student will be able to compute the fourth angle.

6. The student will be able to define the following terms:

definition
postulate
axiom
proof
set

mathematical system
point
line
plane
space
collinear points

coplanar points
line segment
ray
angle
half-plane
interior of angle

exterior of angle
measure of angle
acute angle
right angle
obtuse angle
straight angle
adjacent angles
vertical angles
complementary angles
supplementary angles
equal angles
dihedral angles
bisector of an angle

triangle:
- scalene
- isosceles
- equilateral
- acute
- obtuse
- right

hypotenuse
equiangular
perpendicular
perpendicular bisector
altitude
median

polygon:
- convex
- consecutive vertices
- consecutive sides
- diagonal
- equilateral
- equiangular
- regular
- quadrilateral
- pentagon
- hexagon
- octagon
- n-gon

Plane Geometry cont'd

- parallel lines
- trapezoid
- parallelogram
- rhombus
- rectangle
- square
- circle

Euclid
reasoning deductively
a deduction
"if-then" statement:
- hypothesis
- conclusion
- imply

undefined term
properties of real numbers
properties of equalities
properties of inequalities
theorem
determine
two-column proof
induction

Teacher: Thomas R. Labella

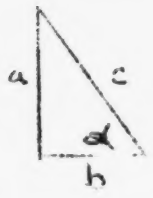
Upward Bound

Advanced Mathematics

Summer 1971

Objectives

1. The student will be able to define the six trigonometric functions in the following way:



$\sin \alpha = \frac{a}{c}$ $\quad \csc \alpha = \frac{c}{a}$

$\cos \alpha = \frac{b}{c}$ $\quad \sec \alpha = \frac{c}{b}$

$\tan \alpha = \frac{a}{b}$ $\quad \cot \alpha = \frac{b}{a}$

2. The student will plot on a graph the sine and cosine functions.

3. The student will be able to plot any function of the following form:

$$y = A \sin B (x + c)$$
or
$$y = A \cos B (x + c)$$

From the above functions, he will be able to verbalize the effect of the real values A, B, and C. He must state that A represents the Amplitude, B the effect on the period, and (-C) the phase shift.

4. The student will be able to solve a minimum of 80% of the trigonometric identities that he is given.

5. When asked to write the sin, the cos and the tan of the sum and difference of two angles, the student will respond in the following manner:

$$\sin (\alpha \pm B) = \sin \alpha \cos B \pm \sin B \cos \alpha$$
$$\cos (\alpha \pm B) = \cos \alpha \cos B \mp \sin \alpha \sin B$$
$$\tan (\alpha \pm B) = \frac{\tan \alpha \pm \tan B}{1 \mp \tan \alpha \tan B}$$

6. The student will be able to solve any word problem in which the simple trigonometric functions can be used.

Teacher: Thomas Labella

Upward Bound

SAT Mathematics
for
Seniors
Summer 1971

Objectives

1. Given a test similar to the Scholastic Aptitude Test in mathematics, the student will improve his score by at least ten per cent each week.

2. The student will be able to correctly solve all of the review problems which appear in his text prior to the completion of the course.

Teacher: Milton Davis

Upward Bound

Science

Summer 1971

Objectives

1. The student will demonstrate a working knowledge of the scientific method by attacking a problem for which the student must define the problem, form a defensible solution, experiment, observe, and organize and record data.

2. Given thirty test tubes containing substances, the student will identify each substance and develop a defensible classification system.

3. The student will demonstrate his ability to keep notes by keeping a notebook which must contain all data pertinent to his experiments.

4. The student will be able to use the metric system as determined by a test in which the student will determine weight, area, volume, density, and perimeter of several selected forms of matter using metric units for his measurements.

5. The student will demonstrate his ability to develop classification systems by producing two classification systems one appropriate to the classification of the student's classmates and a second which can be used in the classification of a number of pieces of colored glass.

6. The student will be able to list in writing the properties of organic materials.

7. The student will be able to test materials for the presence of carbon using a flame or sulfuric acid.

8. The student will be able to define in writing the terms physical and chemical change.

9. The student will conduct a series of experiments which should enable him to verbalize the conclusion that living things can only be produced from living things.

Teacher: George Drinkwater
Milt Davis

Upward Bound

Advanced Science

Summer 1971

Objectives

1. The student will be able to pass a written test on the metric system in which he is required to determine the weight, area, volume, density, and perimeter of several forms of matter. The student will be required to use metric units and their prefixes accurately in arriving at the answers required.

2. The student will be able to produce in writing a thorough explanation of what causes color in nature.

3. Given a series of juice samples, the student will be able to describe their physical properties in writing.

4. Given same juice samples with which to experiment, the student will conduct a series of tests and provide written conclusions based on the results.

5. The student will be able to produce a written statement of the function of litmus paper and its reactions when used.

6. The student will be able to describe in writing the functions of methyl orange and phenolphtalain and their reactions when used.

7. The student will conclude that sour juices contain acid based on a series of experiments.

Teacher: Gayle Reddington

Upward Bound

Spanish I

Summer 1971

Objectives

1. The student will be able to recite the complete Spanish alphabet.

2. Given a list of any five words, the student will show his ability to recognize dipsthongs by underlining them.

3. Given any list of five words, the student will be able to divide the Spanish words into syllables.

4. Given any five Spanish words, the student will be able to underline the stressed syllable and write in accent marks where needed.

5. The student will be able to apply the rules related to stressed syllables and accent marks in properly pronouncing new Spanish words.

6. Given a list of ten nouns, the student will be able to add the appropriate definite or indefinite articles when writing or speaking.

7. Given a list of twenty English phrases, the student will translate them into Spanish following the rules governing the agreement of an adjective with its noun.

8. Given the six subject pronoun in English, the student will be able to translate them into Spanish in either oral or written form.

9. Given a list of 30 popularly used verbs in Spanish, the student will be able to conjugate them and translate them into English.

10. Given a list of the following irregular verbs, the student will be able to recite or write the conjugations of them:

a. tener	e. dar
b. venir	f. poner
c. oir	g. ser
d. ir	h. estar

11. Given a list of fifteen English prepositions, the student will be able to give the corresponding Spanish in oral or written form.

12. Given fifteen phrases in English, the student will be able to give the corresponding possessive forms in Spanish in either oral or written form.

13. The student will be able to say or write at least 15 vocabulary words and idioms and will be able to use these words and idioms in conversation and questions and answer drills in both oral and written work. The work will be limited to the following topics:

    a. school
    b. self and family
    c. days of the week
    d. months of the year
    e. seasons of the year
    f. hours of the day
    g. weather expressions
    h. numbers to one million

Teacher: Gayle Reddington

Upward Bound

Spanish II

Summer 1971

Objectives

1. Given any Spanish word, the student will be able to pronounce the word correctly, divide it into syllables, underline the stressed syllables, and use accent marks correctly.

2. The student will recite the entire Spanish alphabet correctly.

3. Given any Spanish word, previously introduced, the student will be able to conjugate it in the present tense.

4. Given any previously introduced Spanish verb, the student will be able to conjugate it in the preterite tense.

5. Given any previously introduced Spanish verb, the student will be able to conjugate it in the imperfect tense.

6. Given any sentence using previously introduced words, the student will be able to translate from English to Spanish using the correct past tense of verbs.

7. Given any sentence using previously introduced words, the student will be able to translate from English to Spanish using the correct future and conditional tenses.

8. Given any previously introduced verb, the student will be able to use it in the perfect tense in both written and oral expression.

9. Given any previously introduced verb, the student will be able to use it in the progressive tenses in both written and oral expression.

10. Given a list of any previously introduced radical changing verbs, the student will conjugate and translate them correctly.

11. Given sentences using previously introduced words, the student will be able to translate them from English to Spanish using the passive voice.

12. Given sentences using previously introduced words, the student will be able to translate from English to Spanish using the appropriate direct object pronouns and placing them correctly.

14. Given sentences using previously introduced words, the student will be able to translate from English to Spanish using the appropriate reflexive pronouns and placing them correctly.

15. Given sentences using previously introduced words, the student will correctly apply the rules governing the placement of object pronouns when there are more than one in a sentence.

16. The student will be able to use and translate possessive adjectives and pronouns correctly.

17. Given a list of Spanish adjectives and adverbs, the student will be able to form the comparative and superlative of both regular and irregular forms.

18. The student will be able to translate sentences from English to Spanish or respond to questions posed by the teacher using a vocabulary of at least 350 words. Sentences and questions will be confined to the following areas of conversation:

    a. Self and family
    b. Weather
    c. Time of day
    d. House and rooms

19. The student will demonstrate his ability to read in the Spanish language by reading at least one short story aloud and/or silently and answering questions based on the content in either oral or written form.

Teacher: Gwendolyn Young

Upward Bound

French I

Summer 1971

Objectives

1. The student will indicate his mastery of the French alphabet by responding orally when required by the teacher.

2. The student will demonstrate his proficiency in pronunciation by utilizing these skills to pronounce French words which are unfamiliar to him.

3. The student will be able to read orally a teacher selected passage with relative ease taking into consideration punctuation, rising and falling of the voice, etc.

4. The student will be able to interpret teacher prepared dictations and receive a passing grade which will be established by the teacher prior to the dictation.

5. The student will receive introduction to and be required to use the basic tenses (present - past) of the following verbs:

etre	- to be	venir	- to come
avoir	- to have	finir	- to finish
aller	- to go	tenir	- to hold
parler	- to speak	prendre	- to take
savoir	- to know	connaitre	- to know
voir	- to see	etc.	

6. The student will be able to communicate the following in writing:

   a. Days of the week
   b. Months of the year
   c. Numbers

7. The student will be able to recite orally and write the basic sentences of introduction and conversation.

Teacher: Gwendolyn Young

Upward Bound

French II

Summer 1971

Objectives

1. The student will express himself using a reasonably good French accent.

2. The student will be able to use the basic phonetic skills in his oral practice.

3. The student will be able to convey his ideas in French to the teacher and to the other students.

4. The student will take a series of unprepared dictations and receive a better than passing grade.

5. The student will be drilled in verb conjugations of the three groups; i.e., 1st conj., 2nd conj., and 3rd conj.

6. The student will have regular tests and will receive a better than passing grade.

Teacher: Joseph Settipane

Upward Bound

College Counseling

Summer 1971

Objectives

1. The student will develop a sample high school program consistent with the policies of his high school and geared to enhance the opportunity of a student's acceptance to a college of his choice.

2. The student will develop a list of colleges appropriate to his interests and consistent with his economic and intellectual capacities.

3. The student will demonstrate his ability to complete an acceptable college application by filling out two sample applications which are judged by the instructor as neat, informationally accurate, and grammatically correct.

4. Given a sample application form to take College Board Examinations, the student will complete it neatly and accurately.

5. The student will produce at least two sample applications requesting financial aid.

6. The student will take a series of sample College Board Examinations. Given a test chosen at random from those taken during the course, the student will attain a higher score than achieved on the same test when taken earlier in the course.

7. The student will demonstrate his ability to participate in a college admission's interview by successfully participating in a simulated interview as judged by a college admissions officer.

Teacher: Anita Adams

Upward Bound

African
Dance

Summer 1971

Objectives

1. The student will be able to use his body as a medium of communication.

2. The student will be able to control his body through mental discipline, concentration and determination.

3. The student will be able to blend his mind with his body to create dances which express emotions and attitudes which cannot be expressed through any other medium.

4. The student will present a culminating activity to the public which shows his interpretation of his environment and expression of himself through dancing.

Teacher: Donald R. Bronsard

Upward Bound

Radio Workshop

Summer 1971

Objectives

1. The student will demonstrate his ability to gather and write both hard and soft news copy for radio presentation by producing two original pieces of copy in each category.

2. The student will demonstrate his ability to create a varied radio program schedule by producing a schedule for a day's broadcasting which is judged by the instructor to be appropriate to situational requirements presented during classes.

3. The student will demonstrate his ability at effective oral radio delivery by broadcasting a brief message which is judged by the instructor to be acceptable as measured by a checklist to be developed during the radio workshop.

4. Given an assignment to operate any piece of equipment required in the broadcast of a radio program, the student will operate it accurately throughout a thirty minute broadcast.

5. The student will be able to list in writing all the requirements necessary for the third class radio operators license.

6. The student will list in writing the steps necessary in obtaining a third class radio operators license and will execute sample applications, and other mandatory forms as indicated by the instructor.

Teacher: Frank Winiski

Upward Bound

Painting

Summer 1971

Objectives

1. The student will produce one or more paintings utilizing the following techniques:
    a. Impasto
    b. Wash
    c. Pointilist

2. The student will produce one or more paintings demonstrating his understanding of and ability to use the following tools:
    a. Hard, soft, multi-sized brushes
    b. Pallette knife
    c. Mixing, pallette with thinners (oils and acrylics)

3. The student will demonstrate his ability to utilize the following concepts and laws by producing one or more paintings in which each is apparent:
    a. Proportion and compositional make-up
    b. Perspective; vanishing points
    c. Light sources

4. The student will demonstrate his understanding of color structure and ability to apply the following basic color concepts by producing one or more paintings in which the concepts are utilized:
    a. Hues; black and white content
    b. Shades, tints, greys
    c. Color changes against different backgrounds and the use of different backgrounds to make two colors look alike
    d. Surface and film (opaque) color
    e. Vibratory and optical illusion colors

Teacher: Andy Glantz

Upward Bound

Jewelry Making

Summer 1971

Objectives

1. The student will demonstrate his ability to use the necessary tools for jewelry making by producing several pieces of jewelry in which their use is apparent.

2. The student will demonstrate his understanding of a variety of metal forming techniques by producing several pieces of jewelry in which utilization of the techniques is apparent.

3. The student will produce at least one piece of jewelry combining metals with woods.

4. The student will demonstrate his ability to judge jewelry for technical competence and artistic merit by assigning a rating to four pieces of jewelry. Ratings must agree with those assigned by the instructor for at least three of the four pieces of jewelry.

5. The student will demonstrate his knowledge of the metals and chemistry related to jewelry making by answering at least fifteen of twenty questions correctly on an objective test.

Teacher: Frank Winiski

Upward Bound

Drawing

Summer 1971

Objectives

1. The student will demonstrate his ability to apply the following techniques by producing one or more drawings in which use of the techniques is apparent:
    a. Shading, smudging and erasure
    b. Overlapping lines

2. The student will demonstrate his ability to use the following tools by producing one or more drawings in which their use is apparent:
    a. Charcoal pencils
    b. Lead pencils
    c. Pastels and crayons
    d. Shading sticks and kneaded erasers

3. The student will demonstrate his ability to utilize the following concepts and laws by producing one or more drawings in which each is apparent:
    a. Proportion and compositional make-up
    b. Perspective; vanishing points
    c. Light sources

4. The student will demonstrate his understanding of color structure and ability to apply the basic color concepts by producing one or more drawings in which these concepts are utilized:
    a. Hues; black and white content
    b. Shades, tints, greys
    c. Color changes against different backgrounds and the use of different backgrounds to make two colors look alike
    d. Surface and film (opaque) color
    e. Vibratory and optical illusion colors

Teacher: Frank Winiski

Upward Bound

Sculpture

Summer 1971

Objectives

1. The student will demonstrate his ability to use the following tools by producing one or more sculptures in which their use is apparent:
    a. Oxygen - acetylene welding torch and related metal working tools

2. The student will demonstrate his understanding of the following concepts by producing one or more sculptures in which their use is apparent:
    a. Positive-negative space
    b. Proportion and composition

Teacher: Andy Glantz

Upward Bound

Photography

Summer 1971

Objectives

1. The student will demonstrate his proficiency with a camera by producing a series of ten prints rated to be at least good in terms of technical competence and artistic merit by the instructor.

2. The student will demonstrate his ability to develop film to its negative stage by developing at least one roll of film which is rated good or better by the instructor.

3. The student will demonstrate his ability to produce prints by producing a series of four judged to be of good technical quality by the instructor.

4. The student will demonstrate his ability to judge his own work by judging a series of four of his own prints in terms of both technical competence and artistic merit. The judgements must correspond with the instructor's ratings of the series for at least three of the four prints.

Teacher: Andy Glantz

Upward Bound

Mixed Media

Summer 1971

Objectives

1. The student will produce a communication in which at least three of the five of the following media are used to display moving and changing images:
    a. Motion pictures
    b. Video taped sequences
    c. Slides
    d. Opaque projections
    e. Overhead projections